



Teacher Clarity

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and

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Time

- limited time to complete work
- too fast going through it
- not fully developed

Leadership

- expectations
- unorganized
- mission and vision
- allowing silos
- lack of buy in
- follow through

- turnover
- focus on standards not just HQIR
- not-user friendly

Professional Learning

- district level plan that includes all schools
- process
- lack of explanation
- clear and consistent expectations

Communication

Problem of Practice

We do not have a fully functional curriculum document.



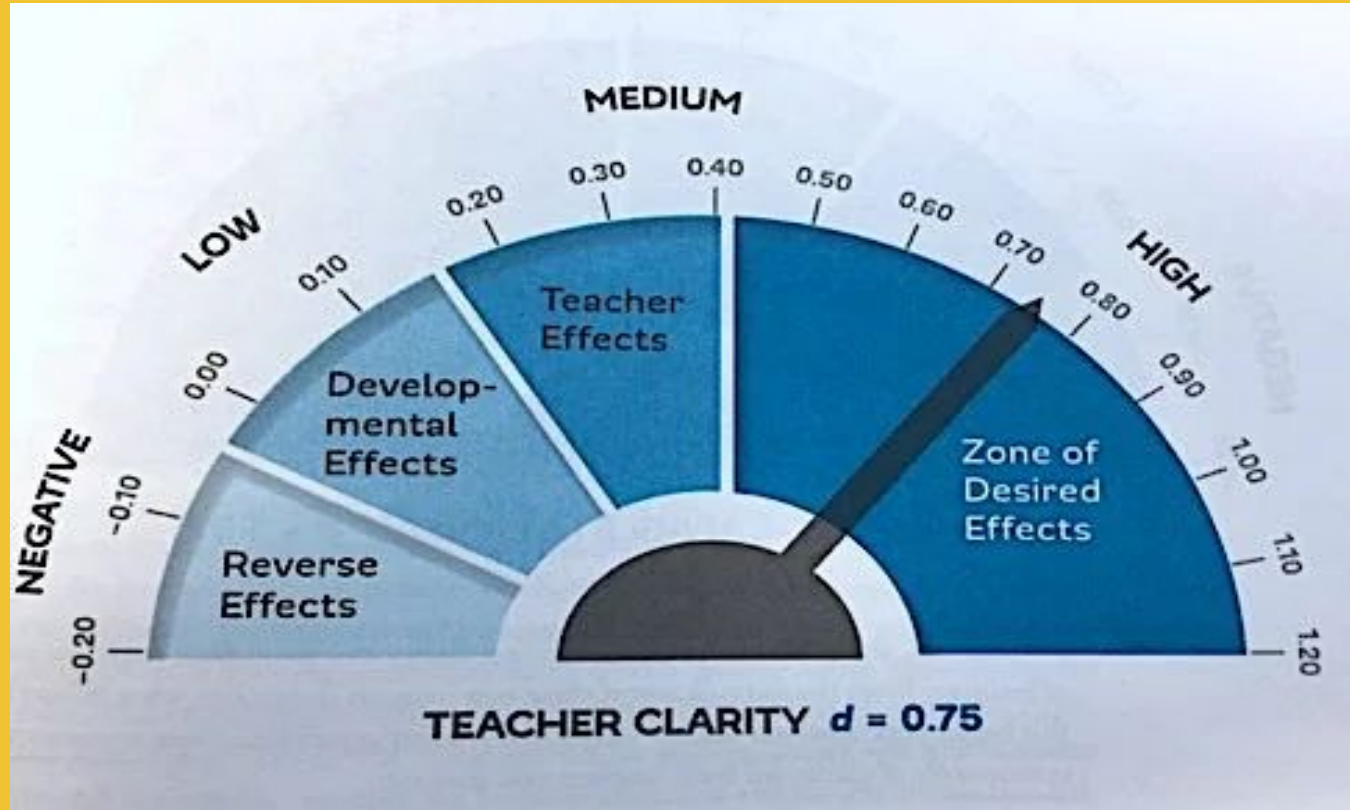
Why Teacher Clarity?

Teacher Clarity is not about simplifying instruction, it's about sharpening it. When teachers clarify what students need to learn, how they'll get there, and what success looks like, students engage more deeply and perform better.

- Improves student achievement (Hattie effect size = 0.75)
- Provides clear direction to both teachers and students
- Bridges HQIR, instruction, and assessment
- It creates high expectations for ALL students



Why Teacher Clarity?



Defining Teacher Clarity

All teachers, regardless of content area or grade level, can anchor instruction in these four components:

- Clear learning intentions
- Clear and visible success criteria
- Aligned instructional tasks
- Meaningful checks for understanding



Resource

[Clarity Playbook Intro](#)



KY Academic Standards

Activity: [KY Standards](#)

1. With a partner at your table, navigate the KY Academic Standards website. As you explore jot down 3 things you notice and 3 things you wonder.
2. Pair up with a group not at your table. Share your notices and wonders. What similarities or differences do you see?
3. With your original table group, discuss the following:
 - **How familiar are you with this site?**
 - **What supports do you currently have for using the KY Academic Standards?**
 - **How could this site help you in your planning and instruction?**
 - **How do you track the standards that you have and haven't taught?**



Module 1: Identifying Concepts and Skills

Overview + Key Points:

- Teachers should unpack standards into understandable learning goals by identifying both the concept and the skill required.
- Clear identification of concepts and skills leads to better-aligned assessments, instructional strategies, and feedback.
- When students know exactly what they're learning, they show greater engagement, ownership, and achievement.



Module 2: Sequencing Learning Progressions

Overview + Key Points:

- Learning progressions articulate a pathway to proficiency, the core concepts that underlie a standard.
- Learning intentions are built from learning progressions.
- Teachers determine where to start in a progression based on student understanding.



Module 3: Learning Intentions

Overview + Key Points:

- Shift from “What will we do today?” to “What will students learn today?”
- They are derived from standards and aligned to the lesson's purpose, helping students focus on the “what” of learning.
- Effective learning intentions are written in student-friendly language and guide both instruction and assessment.



Great Examples of Appropriate Learning Intentions:

- Students will be able to analyze the impact of a historical event on different groups of people.
- Students will be able to explain the relationship between fractions, decimals, and percentages.
- Students will be able to identify the main idea and supporting details in a nonfiction text.



Non-Examples and How to Improve:

-Complete the worksheet. (Focuses on task completion, not learning outcomes)

I am learning how to solve multi-step word problems using addition and subtraction.

-Learn about fractions. (Too vague)

I am learning how to represent fractions on a number line and compare their sizes.

-Understand the Civil War. (Too broad)

I am learning the key causes and effects of the Civil War and how it changed the United States.



Module 4: Success Criteria

Overview + Key Points:

- Success criteria help students self-assess, take ownership, and improve their work.
- Well-written success criteria are clear, specific, and aligned to the learning intention.
- Teachers use success criteria to guide feedback, instruction, and assessment.



Bookworms Example: 3rd Grade Lesson 11- Fudge-a-Mania

Standard RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Learning Intention:

- I am learning how to describe what a character is like by using their words, thoughts, and actions.**
- I am learning how a character's actions affect what happens next in the story.**

When we post learning intentions like these, we aren't just putting words on the board, we're giving students a target. These statements are specific, in student-friendly language, and connect directly to what they're doing with the text.

Before reading:

Today, we're going to meet Peter and Fudge. As we read, I want you to pay close attention to what the characters say and do because those things help us understand what kind of people they are, and why things happen next in the story.



Bookworms Example: 3rd Grade Lesson 11- Fudge-a-Mania

Success Criteria:

I can describe a character's feelings or motivations using details from the text.

Peter feels angry and annoyed that his vacation is being ruined by Sheila. He feels like no one listens to him—especially his parents.

I can explain how a character's actions lead to new events or problems in the story.

Peter's angry reaction to hearing Sheila will be next door creates tension in the family. His complaining sets the tone for the whole vacation—and probably means more conflict is coming.

I can discuss my ideas with a partner using text evidence.

I think Peter is frustrated because he says _____ in the chapter.



Feedback:

What was the most valuable part of the teacher clarity training?

Talking about sequencing learning progressions

The overview of modules 1-4 of from the Teacher Clarity Playbook

Clear Learning Goals, teachers learn to articulate exactly what students are expected to learn, which aligns instruction, assessment, and feedback. This ensures both teacher and students are focused on the same outcomes.

Working with the other school's grade level team.

Being able to work as a horizontal PLC, we loved working with the first grade teachers at Helmwood

Working with teachers that are at Helmwood.

Collaborating with the team

Being able to work in Morningside on a document that was year friendly.

Learning our expectations

I think it is great to get both elementary schools on the same page. I also think all the work will be very helpful for new teachers.

Working with grade level teams from both schools.

Looking at standards

Having the expectations clearly stated

Seeing examples of good learning targets and success criteria.

Having time to work with other teachers to have deeper conversations

It allowed me to better tie Bookworms lessons to the standards to ensure that students are getting all of what they need.

Seeing good examples of targets and success criteria



Next steps:

Learning Intentions & Success Criteria

- The Teacher Clarity Presentation was tailored to each level. Morningside, Helmwood Heights and the Panther Academy worked together.
- Tk Stone and Elizabethtown High School each received Teacher Clarity Training.
- Expectations for all buildings- Students should be able to answer these three questions. Identified through the walkthrough process.
 1. What are you learning?
 2. Why are you learning this?
 3. How will you know you have learned?

